

# The Program of Pedagogical Disciplines in Pedagogical Educational Institutions in Ukraine (The 30s of the 20<sup>th</sup> Century)

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**Abstract.** The process of forming program provision for teaching pedagogical disciplines, pedagogy in particular, in pedagogical educational institutions has been characterized in the article on the basis of analyzed pedagogical literature, archival records, and scientific researches in periodicals. Pedagogical educational institutions in Ukraine were reorganized from the institutes of public education to “the united pedagogical institutes” at the beginning of the 30s of the 20<sup>th</sup> century (1933). The content of programs for disciplines of pedagogical direction (pedagogy, paedology, didactics, and history of pedagogy) has been revealed. They had undergone some changes due to the reformation of higher pedagogical education in Ukraine before the creation of classical pedagogical educational institution.

## 1. Introduction

The process of teacher training always raises a lot of questions, behind which there exists concern about whether this training is capable to fulfil the tasks of national importance assigned to a pedagogical educational institution – to train teachers aimed to the future, able to form in young people active and responsible aspiration for renewal of the world they live in [3]. One of the peculiarities of education development in Ukraine at the beginning of the 20<sup>th</sup> century was the opening of a network of institutions of higher pedagogical education and generalization of accumulated domestic and foreign experience of training educational personnel. During the period under research a clear structure of higher educational institution of pedagogical orientation was built due to the socio-economic determinants.

In the 19<sup>th</sup> century teacher training was carried scholastic, young people receiving higher pedagogical education at university departments of pedagogy showed no desire to be engaged in the mass education of people and actually were not ready for this due to the level of the development of the necessary theoretical and methodological provision. At the beginning of the 20<sup>th</sup> century there were different kinds of institutions in Ukraine (Temporary Pedagogical Courses, scientific societies, Higher Courses for Women, etc.) training future teachers either only at the last graduation year (Odessa Higher Courses for Women), or of the choice of the student who had the desire to be engaged in teaching activities in the future (Kharkiv and Kyiv Higher Courses for Women). Programs of teacher training in these educational institutions had been poorly developed since the purpose of these institutions was somewhat different. The creation of a number of Institutions of Public Education (IPE) in the 20s of the 20<sup>th</sup> century in Ukraine initiated a focused teacher training; it stimulated the Ministry of Public Education to create a unified curriculum for IPE. The Intended purpose of the Institutes was mass teacher training for secondary schools. A special place in the development of work and educational programs of these institutions was taken by the Department of Pedagogy, which was engaged in organization of connection between school and life, professional development of teachers, development of advanced ideas of education and training. It was the experience IPE that became crucial in the development of institution of higher pedagogical education of Ukraine in 1933.

In the 21<sup>st</sup> century, much attention is paid to the formation of teacher-specialist, professional, able to organise teaching and educational process on all levels of education, in all types of

educational institutions, to carry out research activity within his or her speciality, to organise continuity of self-education, to be constantly ready for management activity. The state sets institutions of pedagogical higher education such tasks.

One of the ways to solve the tasks is to save and augment traditions of the Department of Pedagogy as a structural unit of pedagogical higher educational institution in developing educational programs. The creative approach and responsibility of the professional and teaching staff of the department for the program project favour mastering modern teaching skills by future teachers. "The teacher who continues to teach today as he taught yesterday deprives children of the future" [2] – that is the principle by which pedagogy should be arranged. However, ensuring the future effectiveness is impossible without generalisation of the past experience. Thus, studying experience of constructing educational programs in pedagogy, the content reveals and analysis of educational programs for pedagogy of the period under research can contribute to improving the quality of teacher training in modern higher school.

## 2. The literary review

It should be noted that the issues of development of educational programs on pedagogy in institutions of higher pedagogical education have not been thoroughly studied. The analysis of the scientific literature [1, 3, 8] shows that the problems related to the training of future teachers were in the focus of attention of scientific researches of such outstanding educationalists as Yu. Babanskyi, A. Makarenko, M. Pyrohov, H. Skovoroda, V. Sukhomlynskyi, K. Ushynskyi. Step-by-step and consecutive teacher training was the basis of educational technologies developed by O. Piechota, A. Kikhtenko [9]. However, the studies were not concentrated on educational programs on pedagogy; they did not analyze their themes. That is why the lack of researches about the development of educational programs on pedagogy, the availability of interesting and effective experience of their construction led to this study. Little known archive materials of the Central State Archives of Supreme Bodies of Power and Government of Ukraine and publications of the period stated became the basis and sources of the scientific research.

## 3. The main text

Since the opening of Institutes of Public Education (IPE) in Ukraine (1921), there was active development of departments of pedagogy and, respectively, of pedagogical science due to the need for teaching personnel. For example, in 1922-1923 academic year the intake of students was 2368 people for pedagogical education, while there were 1403 people for medical education, 920 people for agricultural education, 1137 people for industrial and technological education, 1118 people for social and economic education [10]. IPE became purely pedagogical educational institutions, unlike the former scholastic universities. Great efforts were made to link theoretical training of students with practical teaching life.

Accordingly, a great number of departments were created which had to be aimed at training secondary school teachers by their names, personnel and work content. Most of these departments were included in the system of branches, but there were also all-institute departments, standing beyond the branches. The Departments of Philosophy, Logic and Psychology, General History, the History of Ukraine, Political Economy, the History of Russian Literature, the History of Ukrainian literature, Paedology etc were the most important [12, pp. 306-308]. The interesting range of subjects taught at the Institutes attracts attention. In Kharkiv IPE, for instance, there were Introduction to Pedagogy, Modern Trends of Pedagogical Thought, Psychology, Mental Life of Children, Psychology of Children's Creative Work, Fundamentals of Aesthetic Education, Physical Development of Children, School Hygiene, and Manual Labour [13]. Teaching these subjects had far-reaching consequences – these were the first steps to reorganize the system of pedagogical education in Ukraine and creating Pedagogical Institutes.

While specific main subjects, in which IPE had to train teachers-specialists, got in a difficult situation, pedagogical disciplines took leading position. Since 1924 they made 30% of the total

academic load. There was a time period when such pedagogical subjects as Organization of Factory-and-Workshop Schools, Organization of Professional Schools, Organization of Technical Schools, the History of Pedagogy, Social Pedagogy, Paedology of Preadult Age, Psychology, Psychology of Preadult Age, Scientific Organization of Labour, Encyclopaedia of Industrial Production, Encyclopaedia of Agricultural Production etc. were taught at the faculty of professional education, where teachers for all types of professional schools had to be trained. They were compulsory mandatory for all sections and taught in the first or second academic years.

In the early 1930s the reforms in the system of pedagogical education took place. Based on the Regulations about “Reorganization of the Network of Pedagogical Educational Institutions” of February 21, 1930, Kharkiv IPE (KhIPE) was reorganized into two educational institutions: Industrial and Pedagogical Institute (based on the Faculty of Professional Education) and the Institute of Social Education (based on the Faculty of Social Education).

Two faculties – the School faculty and the Out-Of-School, Paedological and Pedagogical faculty – were formed at the Institute of Social Education. The School faculty had Social Science Section, Technical and Mathematical Section and Agrobiological Section. The latter faculty had the Section of SLPM (Social and Legal Protection of Minors), The Section of Defectology, and the School, Pedagogical and Instructional Section [14]. But in 1930 the Inspectorate of Pedagogical Education had the development of curriculum completed only for the School faculty.

Kharkiv Institute of Social Education was renamed the Institute of Public Education in January of 1931, and later – as the All-Ukrainian Institute of Public Education and H. S. Skovoroda Pedagogical Institute.

Institutions of pedagogical higher education of Ukraine faced the task to develop the program provision for the disciplines of pedagogical cycle as main subjects in professional training of future teachers.

It is known that till 1930s there was neither unified plan of Pedagogical Institute work nor unified program on Pedagogy. Each institution of higher education had its own programs, and these programs significantly differed from each other, indicating “a lack of planning in the work of educational research establishment” [1, p.71]. It was necessary to put an end to this “program creativity”, which even partly hampered the work of institutions, not creating the conditions for a unified textbook on pedagogy [6, p. 137].

Nevertheless, the first program just brought some contradictions into the work of pedagogy teachers. But, on the other side, it led to active, stormy discussion of the program in newspapers and eventually became the start for active pedagogical researches and findings. The inconsistency of the program was evident. However, it was emphasized in the introduction that this was “the first project” which after due trial, critics and the necessary amendments could become constant normative document for institutions of pedagogical higher education.

State Scientific and Methodological Committee developed programs for pedagogical disciplines in institutions of pedagogical higher education [5]. Thus, a lot of material to study on the History of education process was offered, which was not coordinated with the number of hours assigned to study this discipline in accordance with the curriculum. The sections about Domestic, Greek, Medieval Education, and Pedagogy of Trade Capitalism were too sated with material. There were a lot of themes repetitions in the program. The History of Ukrainian and Russian Pedagogy were not singled out into a separate section. There were also inconsistencies in the themes of the course. For example, according to the program, the theme “Statistical methods. Statistics and Education. The role of the teacher in statistical work” was studied in the section “The System of Education”.

Programs on paedology were formed on the principle of “periods of development” [5, p.143]. Issues of paedology included: general issues of development, laws of higher nervous activity; development of certain processes of behaviour (instincts, intellect, memory etc.); child development by periods.

There was the statement in the program of Pedagogy in KhIPE that pedagogy was not a scientific discipline in the narrow sense of the word; modern general pedagogy as a whole, and

pedagogy of a collective and pedagogy of personality in particular were only a certain system of knowledge and methods borrowed from other scientific disciplines; however, this did not mean that there could not be certain pedagogical researches and experiments; and pedagogical research could not take proper place in the sphere of schoolchildren training [11].

However, the situation with the program for general pedagogy was much better compared to programs for other disciplines of pedagogical direction. This program was original due to the scheme of the material arrangement offered by O. Zaluzhnyi. The problems of creating children's collectives of different types and problems of their organization were brought to the forefront in the sections, while the problems of school discipline, regulation of child behaviour, self-government, school cooperative, schoolchildren organizations etc. were on the sidelines. But the scheme of O. Zaluzhnyi was not perfect as well: many practical issues about the nature of children's collectives were also given in the program for paedology. The program sections concerning pedagogy of personality had quite a lot of themes that were repeated in the programs for studies of behaviour and, again, paedology.

The program consisted of such sections as: 1) The Current State of Pedagogy 2) Subject and Methods of Pedagogy, 3) The Doctrine of Education Purpose, 4) The Doctrine of Education Object, 5) Children's Collective, 6) Methods of Studying Children's Collectives, 7) What Causes Behaviour of a Child and Children's Collective, 8) Public and Work Children's Organizations, 9) Self-Emerged Children's Collectives, 10) Working Children's Collectives of Prior to Preschool and Preschool Age, 11) Working Collectives of Children of School Age, 12) Selection of a School Group and Its Organization, 13) Difficult Children's Collective and the Problem of Discipline, 14) Organization of Difficult Collective and Types of Self-Governance, 15) Biological Preconditions for Individual Differences, 16) Individual Differences in Social Behaviour, 17) Individual Differences that Occur During Training, 18) Individual Differences of Normal Children 19) Basic Methods To Struggle Against Pedagogical Backwardness, 20) Pedagogical Characteristics. Defectology had a separate program.

This program was common to pedagogical institutions. Each institution had the right to change it slightly if necessary. So, the first four sections of the program were devoted to general pedagogical issues, the sections from the fifth to fourteenth referred to the issues of the pedagogy of a collective, the sections from the fifteenth to the twentieth dealt with the pedagogy of personality. However, the sections about the pedagogy of a collective did not fully reflect it: some of them were of pedagogical direction, and some had didactic orientation; and the Department of Didactics is known to have been separated from the Department of Pedagogy at that time.

Teachers of higher educational institutions were suggested to submit programs with determined not only mandatory and additional themes for advanced study, but also with the number of hours assigned to study each theme and list of recommended literature for it. There were separate programs for the History of Pedagogy, Didactics and Paedology. Their main drawback was too many themes compared to the number of hours imposed for their study. In addition, the themes on the disciplines were repeated, for example, in programs for Didactics, Pedagogy, and Theory of Pedagogical Measurements. Besides, recommended literature was given not to all sections.

The Department of Pedagogy in Kharkiv IPE started work on restructuring programs and teaching methods in September before the beginning of the academic year in accordance with the decision of the Central Executive Committee (CEC) of September 19, 1930 about higher school. During the period from October to December there were ten meetings of the Department held, which were devoted to the issues of the CEC decision implementation and verification of fulfilment of the tasks set. During this time, the Department revised the program for Pedagogy, having reduced the number of themes in it due condensation, eliminated unnecessary detailing and thoroughly remade the section about teaching methods. In addition, the Department began to develop practical tasks of the most important sections of the course which implementation would provide students with the knowledge of pedagogy both in theory and in practice. [3]

According to the decree of the CEC of September 19, 1932, educational programs for Pedagogy had been changed again. The conformity of the educational program with specialities of

educational institutions, its comprehensive coverage of the educational process, especially continuous practice, inclusion of the latest achievements of pedagogy had been reached [4].

The program for pedagogy was developed in accordance with the student speciality at the School faculty of Pedagogical Institute, which main task was to train teachers for polytechnic school. So, the appropriate program material could orient students to the speciality and equip them with teaching skills.

Till 1933 the pedagogy course was divided into two parts: the foundations of Lenin pedagogy and didactics. The first part covered purely theoretical issues, separated from practice, and the second part referred to the methodology and technology of educational process. Later educational program for Pedagogy was arranged by the functional principle of systemic construction and development of educational process. According to this principle, each previous theme is an integral link to the following one; they are topics functionally related to each other, their place and role in the educational process.

The Programs and working plans were brought to the students both in the way of the program discussion as a whole and by making tasks to every theme with the theme objective and plan, necessary sources for its study, comments to them and test questions determined.

As to the reorganization of teaching methods the Department worked over the organization structure of the whole educational process, including details about the methodology and technique of a lecture, about ways of advanced studying of the material and methods of work tracking. Each of these issues was arranged in the form of articles or themes that were submitted for publication. To study the state of educational work reorganization in accordance with the decision of the CEC, the Department conducted a survey among students, processed the materials obtained and submitted them for analysis.

The Department of Pedagogy also developed and distributed to students doing practical work regulations to arrange pedagogical practice, giving a commission to three Methodists. At the same time the Department developed the work with external students, making up for them short programs and four methodological developments.

Due to the next reorganization of pedagogical education, the Department of Pedagogy developed regulations on "Unified Pedagogical Institute". The project of the regulations was approved on the All-Ukrainian Meeting about Pedagogical Education.

The Program for pedagogy of "Unified Pedagogical Institute" consisted of five sections. The introduction covered the issues: the essence of upbringing, education, learning, educational process, subject and value of pedagogy, the difference of pedagogy as a science from pedagogy as an educational process, methods of pedagogical research. The first section of the program on pedagogy contained issues regarding the tasks and content of the educational work of students at polytechnic school (content and differences of upbringing, training and education of young people and adults, the specifics of educational process for children and adults, the specificity of youth education according to age and individual characteristics, methods and forms of educational work). The second section dealt with methods and forms of educational work of pupils, methods and history of program construction for certain disciplines. The third section was devoted to questions of organization and methods of work of children's and teenagers' organizations in school and after school (organization and methods of work in pioneer groups, out-of-school organizations, questions of discipline). The fourth section revealed general organizational issues of school work (educational-material resources of school, educational institutions management, planning and tracking of work in school, supervision, tracking of pupils' progress). The fifth section gave the material about the teacher as the central person of the educational process and teacher training (the place and role of teacher in the educational process, the functions of a teacher, ways and forms of teacher training and further training, selection of material for training future teachers, comparative characteristics of teaching personnel in other countries).

In the time period under research the value of the History of Pedagogy in teacher training was restored. Till the early 1930s it was reduced to one lecture, ending the course of pedagogy. "The History of Pedagogy will help a student understand the development of upbringing, education and

training in different socio-economic formations and this way it will improve his methodological equipment while covering issues of pedagogy; besides, the History of Pedagogy will give a enormous factual material that can be used when developing content of certain sections of the educational process of our time" [7, p. 97].

Later, in 1936, paedology suffered from a crushing criticism, departments of paedology were liquidated, and the themes of the discipline were actually divided between two departments: Pedagogy and Psychology. There appeared the notion of "psychological and pedagogical disciplines" in scientific circulation.

#### 4. Discussion

The analysis of scientific literature and archival sources has shown the inconsistency of the programs for pedagogy in pedagogical educational institutions: the reformation of higher education system in Ukraine in 1920s favoured formation of several scientific and research institutions, including departments of paedology, pedagogy, didactics, which in 1930s, because society's needs were combined into departments of pedagogy. Academic formation of programs for pedagogy took place from 1933 when the "Unified Pedagogical Institute" began to function. Making program provision for it was the task of the Department of Pedagogy as the leading one in the institute. The analysis of programs for pedagogical disciplines in Pedagogical Institute in the initial phase of its existence facilitates avoiding drawbacks by their arrangement today that contributes to forming teachers of a new generation.

The data obtained in the process of scientific research can be used when giving such courses as "The History of Pedagogy", "Pedagogy", during the preparation of course projects and master works in pedagogical educational institutions. The conclusions made contribute to integral reconstruction of the features of the national pedagogical education development in Ukraine since the creation of the unified pedagogical institute (the 30s of the 20<sup>th</sup> century). The results can serve as a basis for further historical and educational research about formation and development of departments of pedagogy in pedagogical educational institutions of Ukraine.

#### 5. Conclusions

The nature of training students for future educational activities always meets the requirements of time, depending on the socio-political relations both within the country, and at the background of international relations. In Soviet times, Ukraine needed teachers able to build the socialist future of their country through the young generation. Today the task of teachers is to educate young people, capable to meet the requirements of the 21<sup>st</sup> century: to be mobile, flexible and open to innovations, critically thinking and responsible to society. Accordingly, educational plans in pedagogical institutions of higher education, for pedagogical disciplines in particular (pedagogy, history of pedagogy and psychology), should correlate with these criteria and analysis of already accumulated experience in training of future teachers in order to correspond with social requirements to teachers professional training.

Thus, retrospective study of organizational and theoretical principles and practice of the Department of Pedagogy has scientific and practical value, it is an important factor in optimizing the process of teacher training, making better the level of the professional and teaching staff as a dominant cause of improving the quality in higher pedagogical education and pedagogical science.

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